

WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



'Let your light shine' – Matthew 5:16

Curriculum Planning

Subject:

Music

KEY STAGE 1 Rhythm and Pulse

Overview	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
Year Group	Reception	Year 1	Year 2
Topic	Rhythm and Pulse	Rhythm and Pulse	Rhythm and Pulse
Duration	6 weeks	6 weeks	6 weeks
Key Learning: National Curriculum knowledge covered	To begin to feel of the pulse in music through songs, games and movement. To engage in music making and sing simple songs from memory. To copy actions.	Understand and explore duration/use voices expressively and creatively by singing songs and speaking chants and rhymes/ /understand and explore appropriate musical notation/play untuned instruments musically/perform with others.	Use voices expressively and creatively by singing songs and speaking chants and rhymes/understand and explore duration/understand and explore appropriate musical notations/experiment with and combine sounds/play untuned instruments musically/perform with others.
Key Progressive Skills: National Curriculum skills covered		Use voices expressively- Use voices in different ways such as speaking, singing and chanting. Play tuned and un-tuned instruments- To create and choose sounds. To perform simple rhythmical patterns, beginning to show an awareness of pulse. Rehearse and perform with others- To think about others when performing.	Use voices expressively- Use voices in different ways such as speaking, singing and chanting. Play tuned and un-tuned instruments- To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse. Rehearse and perform with others- To think about others while performing and reflect after performing. To understand that sounds can be made in different ways and described using given and invented signs and

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		<p>To understand that sounds can be made in different ways and described using given and invented signs and symbols- To begin to represent sounds with simple sounds including shapes and marks.</p> <p>To know how music is used for particular purposes- To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.</p>	<p>symbols- To confidently represent sounds with a range of symbols, shapes and marks.</p> <p>To know how music is used for particular purposes- To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p>
<p>Key Vocabulary National Curriculum and other</p>		<p>PULSE: the steady beat of a piece of a piece of music</p> <p>PITCH: the melody and the way the notes change from low to high and vice versa.</p> <p>RHYTHM: or duration is the pattern of long and short sounds in a piece of music.</p> <p>DYNAMICS: Loud and soft.</p> <p>TEMPO: Fast and slow.</p> <p>TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</p> <p>TEXTURE: Layers of sound (number of instruments or voices playing together)</p> <p>STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.</p>	